

# Anger Management in Building Service Quality in Early Childhood Education Institutions

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DOI: [10.31004/obsesi.v7i5.4158](https://doi.org/10.31004/obsesi.v7i5.4158)

## Abstract

This research aimed to analyze the application of anger management in improving service quality in early childhood education institutions. The research approach used is a qualitative descriptive approach, case study type. Data collection techniques were carried out through interviews, observation and documentation. Data analysis was carried out in stages, starting from data collection, data presentation, data reduction, and drawing conclusions. The results of the research showed that the application of anger management in improving the quality of services at early childhood education institutions at Namira School II Kindergarten is carried out in a planned and systematic manner, starting from analysis of the internal and external environment, anger management planning to implementation and evaluation. This research had the implication that anger management is able to provide an organizational culture that is conducive to developing the motivation of school residents to do their best for their institution.

**Keywords:** *anger management; quality of service, early childhood teacher*

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Received 29 January 2023, Accepted 11 October 2023, Published 11 October 2023

## Introduction

Early Childhood Education (PAUD) is a formal educational institution at the preschool level, of course, has a different learning system with the level above. Early childhood is a golden age that needs special services directly, it is also an institution that has a role in the growth and development of children (Sudrajat et al. 2020; Khadijah et al. 2022). The attitude and professionalism of teachers in Early Childhood Education have a significant and very strategic role in preparing prospective young people who have high emotional empowerment and intelligence and possess solid skills and expertise (Fatima & Angkur, 2020). Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through the provision of educational plans and stimuli to help physical and spiritual growth and development so that children are ready to enter further education (Zulkarnain et al., 2020; Yenti, 2021).

In teaching early childhood, a teacher must have a patient nature. If someone is asked why he likes a teacher who teaches him at school, apart from teaching fun, it is because of his patience. The patient attitude of a teacher will make the children feel comfortable in learning.

This makes it easier for children to understand the lessons conveyed by the teacher and will give a deep impression until the child continues to the next level. Thus the goals of education and learning will be achieved optimally. Patience is an essential condition, let alone the work of a teacher as an educator. Teachers must be patient in carrying out educational tasks and waiting for their hard work. Because in every difficulty faced, he must be patient and introspect because patience is the perfection of responsibility (Hamidah et al., 2019; Makhmudah, 2020).

Teaching early childhood is not easy; if a teacher cannot hold back his anger, it will hurt the student. Anger is a natural emotion that everyone feels at different times. It usually occurs in response to thoughts or feelings such as pain, worry, envy, discomfort, rejection, or shame, resulting in violence. (Ilia et al. 2021; Mogano Ti et al., 2021). Excessive anger can make individuals act irrationally or out of control and affect individual attitudes and behaviour in dealing with other people (Lestari & Marjo, 2021).

Emotions are needed to help and facilitate humans to adapt to the environment. Bhawe & Saini, quoted by (Hudaya, 2015) said that humans need to learn how to manage or control themselves, control themselves to manage behaviour so they can adapt well. Gohm and Clore suggest that there are two types of emotions: positive and negative. Mainly negative emotions cause negative feelings in people who experience them, including sadness, hate, fear, anger and so on. Negative emotions should be minimized or controlled so that their expressions are not explosive. Negative emotions can make a person lose his mind, so he does not see reason. When a person loses his mind, his speech and behaviour cannot be controlled.

Based on research conducted by Rozi et al. (2022), the study's results first show an analysis of the causes of the problems of conducive learning. Second, personal approach and place oriented. Third, Reflection made every teacher knows the extent of his ability to manage anger. According to Kesuma (2020), the research results explain that good strategies have a significant effect in providing examples to individuals in controlling emotions; according to Fauziah et al. (2022), research results that the steps a teacher can take to channel anger are starting with recognizing his body's messages, then organizing himself after that expressing anger in sentences that are polite, firm and on target, according to Izzati et al. (2022) show that kindergarten teachers at this school have relatively high professional commitment. In terms of affective professional commitment, the teacher shows an emotional bond and has pride in being a Kindergarten teacher according to Rasmani et al. (2021) shows that the main factor in achieving the quality of PAUD institutions comes from the teacher's soft skills competence, including pedagogical competence, personality, and professionalism. Therefore, the management of soft skills is needed for PAUD teachers. Soft Skills Management has an impact on improving the soft skills of teachers and the quality of PAUD institutions. The physical (quality) environment of the school is clean, calm and beautiful. Shady plants are neatly arranged. However, the social environment of the school also dramatically determines the comfort of a school environment. It will not mean much good physical environment without being supported by the social environment.

Namira School II Kindergarten is one institution still continuously working on Anger Management to control teachers' emotions. In the context of problems in Kindergarten Namira School II, there are still several teachers who are stressed due to the behaviour of their students because, indeed, at the age of 3-5 years, children still cannot understand and need extra guidance, as well as a lack of understanding of the material that must be given to early childhood because every teacher's mindset is different, not all of them can provide the same learning material as other teachers. The existence of anger management in building service quality in early childhood education institutions at Namira School II Kindergarten, namely to provide direction to teachers on how to restrain their anger when stressed and provide good services to increase public confidence that education services at Namira School II Kindergarten are excellent and suitable to send their children there.

Children aged 3-5 years need help understanding and realizing the importance of optimizing the growth and development of their intelligence because of the limited level of thinking and understanding patterns. Therefore, it is not only parents who should provide care or learning for their children so that their children's growth and development can be optimal. Extensive knowledge and insight, as well as special skills, are needed to optimize children's intelligence further. For this reason, the role of Kindergarten Namira School II is vital to educate children so that the golden age (Golden Age) is not in vain.

Seeing this phenomenon, Namira School II Kindergarten had a vital role in ensuring the quality of educational services by standards and child characteristics. It refers to the level of achievement of child development, namely the development of religious and moral values, physical motor, cognitive, language, social-emotional and artistic. The critical role of the institution is inseparable from the role of educators, who are directly involved in planning, implementing and evaluating learning. In line with the increasing complexity of community needs, educational institutions must provide the best possible service to satisfy the community as the party served (Ahmad & Murtopo, 2019).

Based on research conducted by Hanum et al. (2020) shows that the efforts of school principals in developing the quality of elementary school teachers are related to three indicators, including (1) teacher motivation, (2) teacher personality, and (3) teacher skills, and research that was conducted by Mahmud et al. (2021) the result is that education can be considered successful and of good quality if the abilities and attitudes possessed by children are helpful for further development, while quality can be improved if the learning process is carried out according to and supports the attainment of goals, according to Pratiwi (2021) 1) efforts of educators in improving quality of PAUD services, namely by providing choices and providing remedial learning for students, developing practical, attractive, comfortable, and safe classroom organizations, creating collaboration, involving students in the learning and learning planning process, developing learning processes, and learning evaluation systems and learning. 2) The efforts of educators in developing early childhood creativity are by providing motivation, educators as facilitators and role models for students, according to the results of Safariya et al.'s research. (2022) indicates that the higher the entrepreneurial competence and visionary leadership, the more favourable it will have on quality; Anwar et al. (2022) show that the transformational leadership of PAUD heads to improve the quality of educators through four aspects, namely: Idealized influence shown through exemplary, authoritative, upholding human values, high enthusiasm and firmness in carrying out commitments, work ethic and religious attitude.

Based on the research described above, service quality has a massive role in physical and spiritual growth and development so that children are ready to enter further education. Therefore, this research has its uniqueness, where researchers try to make anger management an approach to the success of activities in building service quality in Namira School II Kindergarten. This study aimed to know anger management in building service quality at early childhood education institutions at Kindergarten Namira School II, Kraksaan, Probolinggo, East Java.

## Methodology

This research was conducted at Namira School II Kindergarten, Kraksaan, Probolinggo, East Java. The research approach used is a qualitative descriptive case study type approach. Data collection was used using interviews, observation and documentation. The informants in this study were principals and teachers at Kindergarten Namira School II. To gain a better understanding of the implementation of anger management in building service quality of education in these institutions, researchers conducted in-depth interviews with teachers. Then, the researcher also made observations and documentation.

Data analysis was carried out circularly. Then the researcher carried out data reduction, namely sorting and selecting the data collected according to a predetermined theme, to obtain data that was arranged systematically based on the research focus. The interim research results end with research conclusions as research findings.

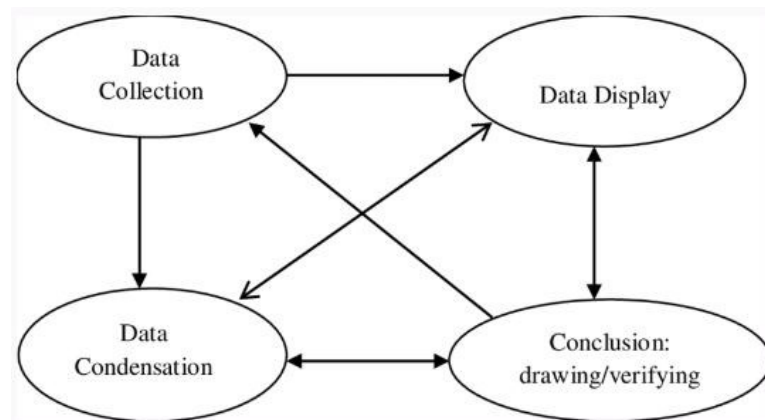


Figure 1. Cycle of Analysis Data

## Result and Discussion

Anger management in Kindergarten Namira School II contains emotional elements of social character values in building service quality. The following are the implementation of anger management at Namira School II Kindergarten Institution.

### Analysis of Causes of Problems

The headmaster of Kindergarten Namira School II explained many reasons PAUD teachers get angry, especially when learning is in progress. This could be caused by students who like to disturb their friends, students who cry easily, or noise caused by children in the class. Anger is a fundamental human emotion, but it is sometimes problematic when it is intense and is expressed in negative, aggressive, or other dysfunctional ways (Fitrianingsih et al., 2020). For this reason, the headmaster of Kindergarten Namira School II also reminded the teachers that before venting their anger, the first thing that is important to do is to find out the reasons and causes. When someone releases anger indirectly, that person tries to clear his mind again to reduce the emotion. Please take a short break to look for anger triggers; this will make it easier for teachers to think and focus on solutions.

One of the efforts made by the leadership to overcome angry emotions is the Anger Management technique. According to Goleman, as quoted by (Lestari, 2021), Anger Management is a technique or action to regulate thoughts, feelings, and anger appropriately and positively. It is socially acceptable to prevent something wrong or harmful to oneself and others. Thus, the anger management technique is needed to help teachers solve these problems.

According to the results of an interview with Dhenok Asriningpuri, a teacher at Kindergarten Namira School II, said when leaving the teacher to apply anger management, the first thing to pay attention to is recognizing triggers and physical and emotional signs that occur when the teacher starts to get angry, namely with anxiety, tension, confusion, mental fatigue, and boredom. Controlling anger requires problem analysis skills, namely, the teacher's ability to accurately identify the causes of the problems (Nastasia, 2022; Solihati & Rachmawati, 2020).). All teachers at Kindergarten Namira School II have understood the symptoms and basic understanding of anger management. A teacher needs to know anger management in building service quality in institutions because a teacher is also a role model for students and society.

### **Application of Anger Management**

After understanding and analyzing the causes of anger, the next step is the application of anger management. The results of an interview with a teacher at Kindergarten Namira School II, explained the application of anger management in developing service quality, namely services provided by service providers or schools to students and parents. The quality of educational services can be identified by comparing the perceptions and expectations of students and parents for the educational services they receive during the educational process taken at the institution. The application of Anger Management is also critical to build service quality; with Anger Management, teachers must be professional in providing good educational services so that the community's view of Kindergarten Namira School II is positive.

### **Calm Yourself Before Saying Words That Hurt**

As a role models for a child, parents, teachers, and other adults around the child must be able to set a good example, namely a good language style (Putrihapsari & Dimyati, 2021). When you are angry, harsh words can often hurt your heart, throwing something like a match. If we strike a match near flammable objects, a fire may occur. When angry and harsh words come out, the person being scolded can also be angry. As a result, the atmosphere was getting heated, and the problem was getting out of control.

According to the results of an interview with another teacher at Kindergarten Namira School II, when a teacher enters the area of the institution, the teacher must forget all problems outside of school. As early childhood teachers, we must have a cheerful nature, smile and love our students like our own children. We must first calm down when something makes us angry in the institutional area. In implementing anger management, it is essential to calm down before speaking. There is indeed a little relief when venting anger through a firm reprimand. However, this is only temporary. Afterwards, perhaps regretting that this action made things worse.

### **Expressing Anger in a Kind Way**

Anger is expressed by individuals in excess so that it cannot be controlled verbally and non-verbally and can injure themselves and others and damage the environment (Putri et al., 2022). Therefore it would be better to express anger in moderation or a good way without hurting feelings. In the interview with the headmaster of Kindergarten Namira School II, he said that we really uphold the value of compassion between humans. Likewise, when a teacher leads learning in class when a student makes a mistake, a teacher should not get too angry and yell at him, let alone hit him. One method that is often applied is to hug the child, slowly whisper kind words, tell him what he did was wrong, and tell him what the consequences will be if he does it again. Likewise, anger between fellow teachers and other educators should be discussed reasonably and calmly. Reveal what went wrong and talk about solutions in the best possible way.

Anger Management is critical to maintaining good relations with each other. Calming the mind when angry is a good thing to do to avoid bad things that happen. One of them, having calmed down, expressed anger in a friendly way. Therefore, each needs to be able to manage emotions well because anger and emotions cannot be eliminated (Bachtiar & Faletahan, 2021).

### **Reduce Anger by Doing Positive Things**

A teacher should also apply this attitude of not liking to get angry whenever he encounters various problems from his other students. Even though the anger can come suddenly, at that time, he is tested to control his anger (Ramli & Ahmad Sayuti, 2022). One of the methods carried out by Kindergarten Namira School II is an interview with the principal,

who said, "to reduce the teacher's angry emotions, namely by doing positive things such as taking time to be alone, sharing with colleagues, and listening to music".

Reducing anger should be done to build good service quality so that it does not hurt the community's evaluation of the institution. When teachers have good feelings, their behaviour rubs off on most (but not all) customers, resulting in happier customers and consequently forming positive evaluations of service experiences. The effect is mutual; happy customers make employees happier, leading to a positive cycle of positive emotions in service experiences (Wahano & Imsiyah, 2020).

### **Anger Management in Building Service Quality**

Improving the quality of services for Early Childhood Education is essential to be carried out in order to overcome concerns about the quality of existing education services. The quality of education is what, in turn, will become a reference for PAUD services in producing early childhood who can grow optimally, covering aspects of holistic development and getting quality education services. (Makleat et al. 2021 ; Syahrullah and Abdurrahman 2022).

One of the problems faced by Kindergarten Namira School II is the need for more quality education. Many factors cause the low quality of education. One of them is the process of providing educational services, which still needs to be met. One of the ways to provide good service quality is anger management.

In the interview conducted with the principal of Kindergarten Namira School II, they said that being friendly and having empathy is one thing that can build good service and provide a positive assessment from the community. Therefore teachers need to apply Anger Management to control their emotions because guiding early childhood requires extra patience when we are often emotional by the behaviour of various children, such as students who like to disturb their friends, students who cry easily, or noise caused by children in the class.

### **Providing Parental Trust and Satisfaction**

The trust of parents to entrust their children to study at Kindergarten Namira School II is a considerable achievement, considering that many early childhood education institutions also apply specific methods to improve their educational services. By implementing anger management, Namira School II Kindergarten can prove its success in responding to various challenges of competition in education. However, the competition is so intense that it requires institutions to respond quickly so that their existence remains relevant and significant, considering the institution's future is determined by the extent to which the institution formulates itself, becoming an institution capable of responding to future demands without losing its identity.

### **Able to Bring Positive Changes to Their Students**

The positive attitude applied through anger management is designed to keep children's mentality from being damaged. Moreover, children who are still early age, if they do not apply anger management educating them will damage their mental. This gives students clear guidelines for acceptable behaviour and supports them as they learn. This approach actively promotes children's participation and problem-solving and, at the same time, encourages adults, in this case, educators, to be positive role models for students in their journey of growth and development.

### **Creating a Comfortable School Environment**

There are many uses and functions of anger management, including as a medium for creating a comfortable and safe environment for students. Anger management starts from the teacher's habit of controlling emotions which can build a calm soul and personality for

students in any learning situation at school. Anger management application, teachers can more easily manage their anger so that students are comfortable learning. Conversely, an uncomfortable school environment will put school members in a boring place. The school will become a routine place of restraint that must be visited daily. A comfortable and pleasant atmosphere can generally be sourced from the school's physical environment. The physical environment of the school is clean, calm and beautiful. Shady plants are neatly arranged. However, the social environment of the school also dramatically determines the comfort of a school environment. It will not mean much good physical environment without being supported by the social environment.

## Conclusion

Based on research and discussion on anger management in building service quality in early childhood education institutions at Kindergarten Namira School II, anger management has been implemented in developing service quality. The implementation of Anger Management is carried out in the following steps; first, analysis of the causes of the problem; second, calming down before saying hurtful words; third, expressing anger in a good way; fourth, reducing anger by doing positive things. Some of the influences in implementing Anger Management in Building Service Quality in Early Childhood Education Institutions include; giving parents the trust and satisfaction to entrust their children to Kindergarten Namira School II, being able to bring positive changes to their students, and creating a comfortable school environment. These three results influence building service quality using anger management which is carried out in a structured and systematic manner. Anger management starts from the teacher's habit of controlling emotions which can build a calm soul and personality for students in any learning situation at school. This research would be more perfect if there was further research regarding the effectiveness of anger management on learning activities for students.

## Acknowledgment

We want to thank the entire Namira School II Kindergarten family, the principal, teachers and students who have assisted researchers in conducting their research while in the field.

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